**Externship**

**L-10: Can reflect on the learning process and methods used in an experiential project.**

**L-11: To be written by faculty/student**

**Course:** LL 302 *Externship* (pre-requisites: LL 250 *Foundations*, L-4 and L-5)

The *Externship* is designed to give you an opportunity to focus on the particular dynamic of learning from direct experience in new situations. You can choose from two formats for completing the *Externship*: 1) an individualized project assessed by your GIS Instructor or, 2) an SNL travel, community-based learning course, or other faculty designed Externship course. For all of these formats, you will be expected to:

 Identify and explain a personal learning goal

 Identify and select learning opportunities to support the goal

 Select and employ methods to achieve the desired learning goal

 Explain the interrelationship between one’s own profile as a learner and new learning opportunities

 Explain the nature and outcomes of this particular learning experience

These specific criteria make clear that the emphasis in *Externship* is on thoughtful reflection about how your learning occurs. The learning environment you choose for the basis of your *Externship* will depend upon your own needs and preferences.

The central issues of the *Externship* are as follows: to push yourself to define and to expand your learning style, to learn about something with which you don’t have much experience, and to familiarize yourself with your ability to successfully adapt to new learning.

In the *Externship* courses, you will meet as in other SNL classes, but the class focus is to direct you toward defined experiences. The experiential aspects are designed and arranged by the instructor. In the independent *Externship*, there are no scheduled meetings, you are assigned an instructor and arrange a system of communication. You complete an Externship Proposal in the first week of the quarter and get it approved by the GIS Instructor. The *Externship* fulfills two competencies in the Life Long Learning area (L-10 & L-11). One competence is already written, and you will develop the other one. *Foundations*, and L4 and L5 competencies are pre-requisites to register for *Externship*.

**Choosing a Format for *Externship***

The fundamental difference between the two options is the degree of structure they offer you.

 An individualized project gives you a great deal of control in shaping learning experiences to your particular needs and interests, with the GIS Instructor assisting you in the specific design of the project. You manage the project, with periodic feedback from the GIS Instructor at your request. When the project is complete, the GIS Instructor assesses the work and awards a grade.

 SNL *Externship* courses provide you with more structure, including the expectation of class attendance. With this option, SNL faculty designs learning experiences appropriate for the objectives of Externship listed above and encourage you to tailor the activities and/or assignments of the course to reflect your individual learning goals. Faculty for the course will assess your work and award a Pass/Fail grade for *Externship*.

Since an important component of the *Externship* is understanding one’s own profile as a learner, you should consider your learning style when choosing one of the two formats for *Externship*. You can decide whether you are best served by the flexibility of individualized projects or the structure of an SNL *Externship* course.

**Externship Ideas and Examples**

Student A developed criteria to analyze diets. She researched information on nutrition, assessed various theories in that field, and applied them to her own experience with fads, with medically approved diets, and with other types of weight loss schemes.

Student B learned how to restore furniture. She read about antiques and learned to recognize various period pieces. She identified which problem needed what sort of restoration. She purchased and restored several pieces.

Student C prepared an international menu for his dream restaurant, balancing practical considerations with marketing. He also prepared a Japanese meal and videotaped his efforts, and presented the video along with a step-by-step analysis of the required techniques.

Student D analyzed the needs and special considerations of the older workers. She tied her one-on-one interviews with workers to research done on the graying of the American workforce.

Student E completed several site visits to a Doctor's practice. She conducted a business analysis focusing on the new rules for billing Medicare and Medicaid. She identified several common business problems and recommended solutions. 9

Student F learned photography for his *Externship.* Through a park district course, he developed both technical and artistic skills. He learned how changing technology is influencing the photographic world. He researched the history of the art and produced a photo essay.

Student G drew on her years as a single mother, designing a training program for teenaged mothers and working to implement that program in a local health care facility.

Student H focused his *Externship* on tutoring. He investigated the local school system’s use of tutors. He volunteered to work with students and researched learning styles and teaching techniques. He instituted a parent/tutor program for his children’s school

Student I reviewed various mystery titles for her local library. She interviewed several librarians, bookstore owners, and literature teachers on assessing books for popular audiences. She chose several new authors, read and critiqued their works, and made recommendations based on her reading and research.